

FOOD AND NUTRITION SCIENCE 374
Nutritional and the Lifecycle – Fall 2011

Instructor: Dr. Hildebrandt, R.D.
103 Wightman
989-774-2514
FAX 989-774-2435
Hilde1LA@cmich.edu

Office Hours: Wednesdays 9:30am-12:30pm
2:30-3:30pm
Fridays 10:30-11:30am
11:30am-12:30 pm (Drop In Time)
Other times by appointment

Lecture: Wightman 116
Monday and Wednesday 1:00-1:50 pm
Friday 1:00-2:50 pm

Prerequisite: HEV 370

Bulletin Description: Analysis of the factors which affect food and nutrient needs for growth, development and maintenance throughout the entire life span.

Course Objectives:

1. Conduct a nutritional assessment.
2. Evaluate the impact nutritional status has on fertility, growth and development.
3. Discuss the physiological basis of nutritional requirements throughout the life cycle.
4. Identify the eating patterns, nutritional problems and selected chronic disease characteristics of specific age groups.

Required Textbook and Course Materials (please bring to each lecture):

1. Brown, J.E. Nutrition Through the Life Cycle, 4th edition, Cengage Learning, 2010
2. FNS 374 Course Materials (Class Lecture Outlines posted on Blackboard)
3. Calculator
4. Please try to bring your laptop, if you have one, as indicated via Bb announcements

Recommended Textbook:

Whitney, E.N. and Rolfes, S.R. Understanding Nutrition, Thomson Wadsworth. The copy you used when taking your introductory nutrition (FNS 370) course will be fine. Or if you have another introductory textbook, that will work also.

<u>Course Evaluation:</u>	POINTS	DUE DATE
Professional Goals	5	August 24
Take Home Quizzes (3-1 @ 25 points each)*	50	
Quiz #1		September 12
Quiz #2		September 26
Quiz #3		November 7

****Please see Lecture Schedule below for due dates. Quizzes will be posted under Course Materials on Bb at least two weeks prior to their due date. The lowest quiz score will be dropped. This will be done by changing the lowest score to a zero on Bb right before your final grade is determined.***

Case Studies**

Case Study #1	100	October 14
Case Study #2	100	December 2

*****Case Studies will be posted under Course Materials on Bb at least two weeks prior to their due date.***

Research Article Summaries

Title, Population, Outcome Measure and Initial Abstracts	20	September 2
Research Article Summaries	100	October 24
Revised Research Article Summaries and Final Paper	130	November 21

In Class Activities (14-1 @ 5 points each)* 65**

******The lowest In Class Activity scores will be dropped. This will be done by changing the two lowest scores to zeros on Bb right before your final grade is determined. Group answer sheets will be returned to one of the group members. Please share my grading comments with your other group members.***

Open Book Final Examination 100

TOTAL POINTS POSSIBLE: 670

When determining your final course percentage, the total points you earned on Bb will be divided by 670, not be the total listed on Bb.

Grade Point Scale:

A:	94.0 - 100%	C:	74.0 - 76.9%
A-:	90.0 - 93.9%	C-:	70.0 - 73.9%
B+:	87.0 - 89.9%	D+:	67.0 - 69.9%
B:	84.0 - 86.9%	D:	64.0 - 66.9%
B-:	80.0 - 83.9%	D-:	60.0 - 63.9%
C+:	77.0 - 79.9%	E:	< 59.9%

Course Related Activities and Policies:

- * Please check Blackboard for announcements each week-day.
- * When submitting large assignments, please use a plastic binder clip or pocket folder to hold all of your work together. Please staple subsections, but not the entire assignment together if it is large. Avoid use of paper clips and three ring binders.
- * Graded work will be returned in class. If you are not present on the day graded materials are distributed, please stop by to pick up your work during Dr. Hildebrandt's office hours. An announcement will be posted each time a grade is entered. Please be sure to cross check entries against returned graded work.
- * A **maximum** of 5 points extra credit may be earned. Writing a summary of an on-campus or off-campus health/exercise/nutrition related event attended will earn 5 points extra credit. Summaries may be typed, neatly printed or sent as an e-mail message. Students may also donate a supplement label or interesting food package label mounted on blank paper with your name in pencil and "FNS 374" on the back. Supplement bottles may no longer be submitted due to lack of storage space. All extra credit summaries and labels are due by our last regular class meeting.
- * Students should understand that attendance and punctuality are important parts of the learning process. Should a student be late or absent for unavoidable reasons, they are responsible for obtaining all work missed. The instructor is under no obligation to make special arrangements for students who have been absent.
- * Assignments handed in after the class meeting period on the day that they are due will have their grade reduced at a rate of 5% per day late (this includes week-ends). If work is submitted on the due date, but after class time 2.5% will be deducted. Late assignments must be handed in at the HEV Departmental Office (Wightman 205). ***Assignments will not be accepted one week after the due date so that graded work can returned to your class-mates.*** Only assignments submitted to the HEV Departmental Office or to Dr. Hildebrandt will be accepted. ***Points will be deducted from late assignments placed under the professor's office door. Late work is typically graded and passed back at the end of the course.***

- * Plagiarism or copying work of another student for any quiz, exam or assignment will result in "0" points being awarded with possible course failure and discontinuation within the Dietetics Program.
- * To maintain a professional atmosphere during lecture and In Class Activities please do not text during class time and **turn off** all cell phones. It is expected that laptops will be used professionally during class. **Please do not access non-class related materials during lecture.**
- * The final exam will be available for pick up during my office hours the first two weeks of the following semester after which time it will be shredded.
- * CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library; telephone: 774-3018; Telecommunications Device for the Deaf: 774-2568), and then contact the professor as soon as possible.

LECTURE SCHEDULE

DATE	SUBJECT	TEXT READING
Aug. 22	Course Introduction	
24	Nutritional Assessment	Chapter 1 & App. D
	<i>DUE: Professional Goals Sheet</i>	
26	Nutritional Assessment	
29	Nutritional Assessment	
31	Nutritional Assessment	
Sept. 2	Nutritional Assessment	
	<i>DUE: Research Paper Title, Population, Outcome Measure, and Initial Abstracts</i>	
5	Labor Day Holiday – No Lecture	
7	Nutritional Assessment	
9	Nutritional Assessment	

DATE	SUBJECT	TEXT READING
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Sept.	12	Nutritional Assessment	
		<i>DUE: Quiz #1</i>	
	14	Nutritional Assessment	
	16	Preconception	Chapters 2 & 3
	19	Preconception	
	21	Preconception	
	23	Pregnancy	Chapters 4 & 5
	26	Pregnancy	
		<i>DUE: Quiz #2</i>	
	28	Pregnancy	
	30	Pregnancy	
Oct.	3	Pregnancy	
	5	Pregnancy	
	7	Lactation	Chapters 6 & 7
	10	Lactation	
	12	Lactation	
	14	Lactation	
		<i>DUE: Case Study #1</i>	
	17	Lactation	
	19	Infancy	Chapters 8 & 9 Appendix A
	21	Infancy	
DATE		SUBJECT	TEXT READING
Oct.	24	Infancy	
		<i>DUE: Research Article Summaries</i>	

	26	Special Needs of Premature and Small for Gestational Age Infants	
	28	Inborn Errors of Metabolism	
	31	Toddlers and Preschoolers	Chapters 10 & 11
Nov.	2	Toddlers and Preschoolers	
	4	Toddlers and Preschoolers	
	7	Children and Preadolescents	Chapters 12 & 13
		<i>DUE: Quiz #3</i>	
	9	Children and Preadolescents	
	11	Adolescents	Chapters 14 & 15
	14	Adolescents	
	16	Menopause	Chapters 16 & 17
	18	Geriatric	Chapters 18 & 19 Appendix B
	21	Geriatric <i>DUE: Final Research Paper</i>	
	23	Thanksgiving Holiday – No Lecture	
	25	Thanksgiving Holiday – No Lecture	
	28	Geriatric	
	30	Geriatric	
Dec.	2	Geriatric <i>DUE: Case Study #2</i>	
<i>Dec.</i>	<i>7</i>	<i>OPEN BOOK FINAL EXAMINATION Wednesday 12:00-1:50 pm</i>	

FOOD AND NUTRITION SCIENCE 374
Dr. Hildebrandt – Fall 2011
QUIZ #1

25 Points

1. Brittany Carlson (our practice client from our in class activities) wants to take the supplement which has been assigned to you. Please use Brittany Carlson's Nutritional History Form, your lecture notes, websites identified in lecture, and the textbook to complete this assignment. If you do find other material, please be sure it is from a reputable source and provide those materials with the rest of your assignment.
2. Supplement topics will be posted under Course Materials
3. Please evaluate *one* non-nutrient component in the supplement using the steps described in the Nutritional Assessment lecture outline. Be sure to select what you would consider to be the *most important* component.
4. If independent testing found the brand to be inappropriate, but you determine that the non-nutrient component you are evaluating should be used, please indicate which brand you would suggest and the dose for that brand.
5. Present your evaluation in the table format shown below.

- HAND IN:
- List of ingredients in the supplement assigned
 - All printouts of materials used to evaluate the supplement (except pages from your course pack and textbook)
 - Any sources of information used outside of your lecture notes and textbook
 - Completed Evaluation Table

SUPPLEMENT EVALUATION TABLE

Primary Active Compound :

Reason for Taking

Research Review (Medline Abstracts)

Abstract #1 Outcome Measure:

Population:

Dose:

Duration:

Results:

Quality of the Study:

Abstract #2 Outcome Measure:

Population:
Dose:
Duration:
Results:
Quality of the Study:

Abstract #3 Outcome Measure:
Population:
Dose:
Duration:
Results:
Quality of the Study:

Physiological Effect

FDA Status

Independent Test Results

Medication Interactions

Side Effects

Recommendations

HUMAN ENVIRONMENTAL STUDIES 473
Advanced Nutrition - Fall 2013

Instructor: Dr. Hildebrandt, R.D.
103 Wightman
989-774-2514
FAX: 989-774-2435
Hilde1LA@cmich.edu

Office Hours: Mondays 10:00am-12:30pm
Wednesdays 9:30am-12:30pm
Fridays 10:30-11:30 am
11:30 am-12:30pm (drop in)
Other times by appointment

Lecture: Monday and Wednesday 8:00-8:50 am
Friday 8:00-9:50 am
Wightman 116

Voluntary Discussion: Mondays
9:00-9:50 am
Wightman 116

Prerequisites: Two semesters of chemistry; HEV 370; BIO 392 (or HSC 214 and 215); CHM 421 (or CHM 521); AND acceptance into the Professional Phase of the Dietetics Program.

Course Description: Biological needs in human nutrition based on current research and its applications. (4 credits).

Course Objectives:

1. To understand the digestion, absorption, transport, storage, and metabolism of macronutrients and micronutrients.
2. To integrate metabolic processes at the sub-cellular, cellular, tissue, organ, and whole body level.
3. To be familiar with current research regarding the physiological requirements of macronutrients and micronutrients.
4. Critically evaluate phytomedicinal research and apply study results to patient care.

CADE Foundation Knowledge Requirements

1: The curriculum must reflect the scientific basis of the dietetics profession and must include research methodology, interpretation of research literature and integration of research principles into evidence-based practice.

Learning Outcome 1.1.a: Students are able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical evidence-based practice decisions.

2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Learning Outcome 2.1.a: Students are able to demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.

Learning Outcome 2.3.a: Students are able to locate, understand and apply established guidelines to a professional practice scenario.

Learning Outcome 2.3.b: Students are able to identify and describe the roles of others in assisting the Registered Dietitian in the delivery of food and nutrition services.

3: Clinical and Customer Services: development and delivery of information, products and services to individuals, groups and populations

Learning Outcome 3.1.a: Students are able to use the nutrition care process to make decisions, to identify nutrition-related problems and provide and evaluate nutrition interventions, including medical nutrition therapy, disease prevention and health promotion.

Textbook and Required Materials:

HEV 473 Course Materials (Class Lecture Outlines and Study Questions posted on Blackboard)

Gropper and Smith. Advanced Nutrition and Human Metabolism, 6th edition, Wadsworth Cengage Learning, 2013.

Recommended Textbooks:

1. Whitney, E.N. and Rolfes, S.R. Understanding Nutrition, Thomson Wadsworth. The copy you used when taking your introductory nutrition (FNS 370) course will be fine. Or if you have another introductory nutrition textbook, that will work also.
2. Biochemistry (CHM421) textbook and course materials.
3. Physiology (BIO 392 or HSC 215) textbook and course materials.

<u>Course Evaluation:</u>	POINTS	DUE DATE
Professional Goals Update	5	August 28
Closed Book Quizzes (5-1 @ 20 points each)*	80	
<i>* The lowest quiz score will be dropped. This will be done by changing the lowest score to a zero on Bb right before your final grade is determined.</i>		
Case Study #1 (Gastrointestinal)**	100	September 23
Case Study #2 (Neurotransmitter/Cardiovascular)	100	December 6
<i>**Case studies will be posted on Blackboard under Course Materials two weeks prior to the due date. You will be able to be able to redo the first case study and resubmit it for partial (50%) of points recovered.</i>		
Open Book Final Examination	100	December 11

Supplement/Botanical Research Paper

Title and Abstracts	10	September 9
Research Article Summaries	105	October 9
Final Paper	130	November 13

In Class Activities/Quiz Bowls (14-1 @ 5 pts each) 65***

*****The lowest In Class Activity scores will be dropped. This will be done by changing the lowest scores to a zero on Bb right before your final grade is determined. Group answer sheets will be returned to one of the group members. Please share my grading comments with your other group members.**

TOTAL POINTS POSSIBLE: 695

When determining your final course percentage, the total points you earned on Bb will be divided by 695, not by the total listed on Bb.

Grade Point Scale:

A:	94.0 - 100%	C:	74.0 - 76.9%
A-:	90.0 - 93.9%	C-:	70.0 - 73.0%
B+:	87.0 - 89.9%	D+:	67.0 - 69.9%
B:	84.0 - 86.9%	D:	64.0 - 66.9%
B-:	80.0 - 83.9%	D-:	60.0 - 63.9%
C+:	77.0 - 79.9%	E:	<59.9%

Course Related Activities and Policies:

1. Please check Blackboard or your CMU e-mail account for announcements each week-day.
2. When submitting assignments, please use a plastic binder clip or pocket folder. Please do not staple or use a paperclip or a three ring binder unless indicated in the assignment instructions.
3. Graded work will be returned in class. If you are not present on the day graded materials are distributed, please stop by to pick up your work during Dr. Hildebrandt's office hours. Please be sure to cross check entries against returned graded work.
4. A **maximum** of 5 points extra credit may be earned. Writing a summary of an on-campus or off-campus health/exercise/nutrition related event attended will earn 5 points extra credit. Summaries may be typed, neatly printed or sent as an e-mail message. Students may also donate a supplement label or interesting food package label mounted on blank paper with your name in pencil and "FNS 473" on the back. Supplement bottles may no longer be submitted due to lack of storage space. All extra credit summaries and labels are due by our last regular class meeting.

5. Students should understand that attendance and punctuality are important professional behaviors. Should a student be late or absent for unavoidable reasons, they are responsible for obtaining all work missed. The professor is under no obligation to make special arrangements for students who have been absent.
6. Assignments handed in after the class meeting period on the day that they are due will have their grade reduced at a rate of 5% per day late (this includes week-ends). If work is submitted on the due date, but after class time 2.5% will be deducted. Late assignments must be handed in at the HEV Departmental Office (Wightman 205). ***Assignments will not be accepted one week after the due date so that graded work can returned to your class-mates.*** Only assignments submitted to the HEV Departmental Office or to Dr. Hildebrandt will be accepted. ***Points will be deducted from late assignments placed under the professor's office door. Late work is typically graded and passed back at the end of the course.***
7. No make-up quizzes or exams will be given. The lowest quiz grade earned will not be included in the final score.
8. Plagiarism or copying work of another student for any quiz, exam or assignment will result in "0" points being awarded with possible course failure and discontinuation within the Dietetics Program.
9. To maintain a professional atmosphere during lecture please do not text during class time and ***turn off*** all cell phones. It is expected that laptops will be used professionally during class.
10. CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library; telephone: 774-3018; Telecommunications Device for the Deaf: 774-2568), and then contact the professor as soon as possible.

LECTURE SCHEDULE

DATE	SUBJECT	TEXT READING
Aug. 26	Course Introduction	
	Digestion and Absorption	Chapter 2, pp. 69-70, 146-151, 187-192
28	Digestion and Absorption	
PROFESSIONAL GOALS UPDATE DUE		

DATE	SUBJECT	TEXT READING
30	Digestion and Absorption	
Sept. 2	Labor Day Holiday – No Lecture	
4	Digestion and Absorption	
6	Digestion and Absorption	
9	Digestion and Absorption	
	RESEARCH PAPER TITLE AND ABSTRACTS DUE	
11	Digestion and Absorption	
13	Overview of Macronutrient Metabolism	Chapters 7&8
16	Overview of Macronutrient Metabolism	
18	Overview of Macronutrient Metabolism	
20	Carbohydrate Metabolism	Chapter 3
23	Carbohydrate Metabolism	
	CASE STUDY #1 DUE	
25	Carbohydrate Metabolism	
27	Carbohydrate Metabolism	
30	QUIZ #1 (Carbohydrate Metabolism)	
	Carbohydrate Metabolism	
Oct. 2	Carbohydrate Metabolism	
	Lipid Metabolism and Transport	Chapter 5
4	Lipid Metabolism and Transport	
7	Lipid Metabolism and Transport	
9	Lipid Metabolism and Transport	

RESEARCH ARTICLE SUMMARIES DUE

DATE	SUBJECT	TEXT READING
11	Lipid Metabolism and Transport	
Oct. 14	QUIZ #2 (Lipid Metabolism and Transport)	
	Protein and Amino Acids	Chapter 6
16	Protein and Amino Acids	
18	Protein and Amino Acids	
21	<i>Food & Nutrition Conference & Expo – No Lecture</i>	
23	Protein and Amino Acids	
25	Protein and Amino Acids	
28	Protein and Amino Acids	
	Neurotransmitters	pp. 233-235
30	QUIZ #3 (Protein and Amino Acids)	
	Dietary Fiber	Chapter 4
Nov. 1	Eicosinoids	pp. 169-172
4	Eicosinoids	
	Ethanol Metabolism	pp. 175-179
6	Atherosclerosis	pp. 160-163
	Overview of the Micronutrients	
	Vitamin A	pp. 371-390
8	Vitamin A	
	Zinc	pp. 500-510
11	QUIZ #4	

Zinc

Folate

pp. 344-354, 366-369

DATE	SUBJECT	TEXT READING
Nov. 13	Folate	
	Vitamin B ₁₂	pp. 354-360
	FINAL RESEARCH PAPER DUE	
15	Vitamin B ₆	pp. 360-365
	Iron	pp. 481-500
	Vitamin D	pp. 390-400, 450-454
18	Vitamin D	
	Calcium	pp. 425-438
20	Magnesium	pp. 443-449
	Vitamin K	pp. 409-415
	Phosphorus	pp. 438-443
22	Free Radicals and Antioxidant Nutrients	pp. 416-424
	Vitamin E	pp. 400-409
25	QUIZ #5	
	Ascorbate	pp. 310-319
	Selenium	pp. 519-527
27	Thanksgiving Holiday – No Lecture	
29	Thanksgiving Holiday – No Lecture	
Dec. 2	Copper	pp. 510-519

4	Chromium	pp. 527-530
	Thiamin	pp. 319-325
	Riboflavin	pp. 325-330

DATE	SUBJECT	TEXT READING
Dec. 6	Niacin	pp. 330-334
	Biotin	pp. 338-344
	Pantothenate	pp. 334-338
	Iodine	pp. 530-535
	Fluoride	pp. 547-550
	Manganese and Molybdenum	pp. 536-543

CASESTUDY #2 DUE

11 OPEN BOOK FINAL EXAMINATION: 8:00-9:50 am (Wednesday)

HUMAN ENVIRONMENTAL STUDIES 473
Dr. Hildebrandt
NON-NUTRIENT OR BOTANICAL/HERBAL SUPPLEMENT
RESEARCH PAPER GUIDELINES

Learning Objectives:

1. Demonstrate the ability to perform a review of the scientific literature
2. Develop the skills to critically review original, non-nutrient supplement oriented research
3. Present research findings to a professional peer and provide guidelines for clients/patients

Title and Initial References	10 Points
Research Article Summaries (7 @ 15 points each)	105 Points
Revised Article Summaries and Final Paper	130 Points

I. Title and Initial References

A. Topic Selection

1. Select any non-nutrient or herb/botanical supplement related topic that is focused on one Outcome Measure (please see below). **Please do not select a vitamin, mineral, carbohydrate, fat or protein supplement.**
2. Sources for topics: consumerlab.com, materials from Dr. Hildebrandt's library, or broad searching using a condition (e.g. diabetes) and supplements, herbs or botanicals.
3. Utilize library databases (Medline, Natural Medicine, Consumerlab, etc.) or Google Scholar to determine whether at least **seven human research studies** have been conducted and published in peer reviewed journals on the topic of interest. The study does not need to show that the supplement "works".

a. A way to access nutrition related information on the CMU Library's website

1. <http://library.cmich.edu/>
2. On the left-hand side of the page, click on "Research Guides"... (It's in the column for Research Tools.)
3. Under the heading "Choose a Subject area" click on "Health Sciences".
4. Select "Nutrition & Dietetics"

You'll notice the tabs along the top: Find an article, find books, etc. Aside from using the resources provided in the "find an article" section, look through the "web resources" tab for helpful websites.

b. Nutrition Care Manual

The CMU Libraries has a subscription, available from <http://0-www.nutritioncaremanual.org.catalog.lib.cmich.edu/sso.cfm?c=centralm>

You should be able to reach this without a special password. If you are logging in from off-campus, you will be asked to authenticate with your global ID and password.

c. AND Evidence Analysis Library

If you are a member of the Academy of Nutrition and Dietetics (and as senior Dietetics majors applying to internships, this is a good idea) you can access the AND Evidence Analysis Library.

d. The resources described in sections b and c also may be helpful when completing case studies.

4. Since this is a practice oriented project, please focus on human studies for your seven research

articles. Please do not count studies conducted using animal models; in vitro methods (test tube, cellular work, etc.); or meta-analyses as part of the seven required articles.

5. Order the articles as soon as possible if inter-library loans are required.

B. Focusing Your Topic

1. Once you have selected a topic, please identify one outcome measure which is measured in all seven of your studies.

2. After determining which Outcome Measure your paper will be discussing, please try to focus on a specific subject population. This will be particularly pertinent if a subject characteristic will substantially influence the Outcome Measure (e.g. normo-cholesterolemic vs. hypercholesterolemic on LDL cholesterol; gender on LDL cholesterol; etc.).

3. The majority of the references should be published during or after 2000.

4. When you obtain the full article on-line, please make sure all tables and figures are included, as you will be looking at these later.

C. Materials to Submit

1. Title, Outcome Measure, and Target Population. Try to make your title as self-explanatory as possible. For example,

Title: The impact of soy isoflavone supplementation on plasma LDL cholesterol levels in hypercholesterolemic, post-menopausal females

Outcome Measure: plasma LDL cholesterol levels

Target Population: hypercholesterolemic, post-menopausal females

2. Abstracts from a minimum of seven research articles. Or the full articles if they are available. ***Within each abstract please highlight the Outcome Measure and Population. Please also highlight the intervention if an intervention took place.***

II. Research Articles Summaries

A. Prepare an Article Summary for each of the seven research articles you will be discussing in your paper. Read the article carefully and develop your own conclusions as you create your Research Article Summaries.

B. Each Article Summary should include the following:

- Article Citation
- Primary Outcome Measure
- Population studied highlighting any aspects of the subjects which would influence the Primary Outcome Measure
- Daily dose of active compound administered and administration schedule
- Form of the supplement (liquid, powder, pressed pill, etc.)
- Duration of administration

- Brief description of how the study was conducted

- Variables Checklist: Please brainstorm and identify **anything** which you think might impact the Primary Outcome Measure. Indicate whether or not those variables were measured by the researchers. This list will be the same for all seven of your summaries since will be following the same outcome measure in each article. What may differ will be whether or not the researchers measured the variable.

- Results for the Outcome Measure of focus only

C. You will need full copies of each of your seven research articles **stapled** individually including all tables and figures. You will not be able to create an Article Summary from only the article's abstract, so be sure to order your full articles early. Please have each Article Summary on its own page and place the summary loosely on top of (i.e. not stapled to) the article which it is summarizing. Please do not bind everything into a folder or notebook, instead binder clip together or loosely place in a folder.

D. Please include a cover page which contains the revised title of your paper. Your revised title should reflect the Outcome Measure of focus as well as the population you will be discussing based upon the Article Summaries **and my previous grading comments**.

E. If you need to completely change your topic, you will need Dr. Hildebrandt's approval of your new topic one week prior to submission of your Article Summaries.

F. An example of a Research Article Summaries may be found under Course Materials on Blackboard.

G. Materials to Submit

1. Revised Title
2. Copies of the seven, full length research articles stapled individually
3. An Article Summary corresponding to each of the seven research articles placed on top of each research article.
4. All materials submitted previously

III. Revised Article Summaries, Outline and Final Paper

A. Revised Article Summaries

1. Based on Dr. Hildebrandt's feedback, please revise your Article Summaries.
2. If you decide to replace one of your seven research articles, please be sure to include a copy of the full article with your New Article Summary for that article.

B. Outline for the Research Section of Your Final Paper

1. Your outline is the road map for the Research Section of your paper.
2. The outline will become the sub-section headings within the Research Section. Each sub-section heading will be very brief – similar to the section headings you would see in a textbook. What you select to be a subject heading will depend on the seven articles you are working with. If the studies differ in terms of dose, that could be a way to organize your paper (low dose moving to high dose). Or possibly duration (beginning with short and working up to long).

C. Organization of Final Paper

Please organize your final paper using the following format. Points 1-5 will become the main headings with your outline serving as the subheadings within section four.

1. **Abstract.** This will be an overview of your entire paper. This is easiest to write after you have written sections 2-5. This should include all main points within sections 2-5 of your paper. (1 page or less)

2. **Supplement/Herb.** Please title this section with the supplement you are evaluating (e.g. Soy Isoflavones). Provide the reader with enough background about the supplement to understand the research findings you will present later. Review articles are excellent sources of information for this section (1-2 pages)

3. **Outcome Measure.** Please provide the reader with enough background about the outcome measure you are examining (e.g. LDL Cholesterol). Describe variables which will influence the Outcome Measure (OM), methods used to change the OM if it creates a health risk, side effects of that treatment, etc. This section will provide any background to help the reader understand your critique of the research studies later on. (1-2 pages)

4. **Research Section.** Please title this section as a reflection of the supplement, OM, and population you are focusing on. This may be the same as your paper title. This section will have subsections which match your outline. Please briefly describe the research methods, data, etc. You will be evaluating and comparing studies. I am very interested in your **interpretation**, not that of the authors. (Typically ~ 8 pages, but as long as you need to make it)

5. **Summary and Application.** Briefly summarize the results from each of your seven research articles indicating which research studies are stronger (better designed) than others. Based on those results, provide the reader with practice recommendations based on your interpretation of the research presented. Your recommendations should provide daily dose, form, and duration information. Discuss practice oriented concerns regarding safety, side effects, and medication interactions for the supplement presented. (1-2 pages)

6. **Reference List and Citation Style.** Please cite your references and create a reference list using the format of the Journal of the American Dietetic Association.

7. Materials to Submit

- a. Original title sheet with my grading comments and your revised title
- b. Copies of the seven full length research articles stapled individually with the Revised Article Summary and Graded Article Summary (the copy with my grading comments) corresponding to each of the seven research articles placed loosely on top of each research article.
- c. Final Paper
- d. Two copies of the grading rubric with your name and paper title inserted

8. Some tips:

- Do not include direct quotes, paraphrase instead
- Do not write in first person, you want to appear as objective as possible
- Use professional language, please write this paper for your professional peers instead of for a popular magazine.
- Be sure to include transition sentences between sections of your paper (introductory, summary, and lead in to next section). You will find this easiest to do when you are satisfied with the content in each section.

**Central Michigan University
College of Education & Human Services
Department of Human Environmental Studies
FNS 570 Fall 2013**

Course Title	Nutrition Education & Counseling
Course Number	FNS 570
Course Description	Counseling and education in foods and nutrition. This is a Requirement for F&N and Dietetics Majors
Credit Hours	4
Instructor	Anna Most, MS, RD Department of Human Environmental Studies
Class Hours	Monday/Wednesday 12:00-1:50p.m
Classroom	Ronan 340
Instructor's Office	106B Wightman Hall Email: most1am@cmich.edu ***Email is the preferred method of contacting me. SEE EMAIL POLICY BELOW
Office Hours	Monday 7:30-11:30 Additional hours by appointment
Required Text	Bauer, K, Liou, D, Sokolik, C. Nutrition Counseling and Education Skill Development. 2 nd Edition. Wadsworth/Cengage 2012
Optional Text	Snetselaar, Linda. Nutrition Counseling Skills for the Nutrition Care Process. 4 th Edition. Jones and Bartlett 2009. Mahan, KL, Escott Stump S. <i>Krause's Food, Nutrition and Diet Therapy</i> . Saunders Publishing 11 th Edition, 2003(ISBN:0721697844) Required for FNS 471 the prerequisite for this class. Medical Dictionary with medical terminology and laboratory values.
Other Readings and Materials	Blackboard Materials

CMU provides individuals with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the office of Student Disability Services (250 Foust Hall, 517-774-3018 and TDD 774-2568), and then contact the instructor as soon as possible

*****Email is the preferred method of contacting me. If you have a question or a problem please use email rather than voice mail, my mailbox, notes left on my door or any other means of contact.
Email: most1am@cmich.edu

Course Objectives:

1. Ability to write appropriate, measurable objectives and lesson plans for a specific group.
2. Ability to state steps and processes of conducting a needs assessment for an individual/group.
3. Ability to describe program planning processes and procedures for plan development.
4. Ability to describe criteria for the evaluation of plans, programming efficacy and performance evaluation for methodologies used in the planning process.
5. Ability to state the components of nutritional assessment, planning, intervention and evaluation.
6. Ability to identify techniques used in educational measurement and evaluation.
7. Ability to identify appropriate use of procedures, strategies and documentation for the recording of nutritional or health related information.
8. Ability to practice techniques for communication in teaching, interviewing and counseling .
9. Ability to define nutritional surveillance and explain its relevance.
10. Ability to use computers for data processing and information management in nutrition education, dietetics and foods management.
11. Ability to organize and develop systems for information retrieval.
12. Ability to write in lay and technical language, prepare media presentations.
13. Demonstrate knowledge of communication skills, counseling theories, methods and interviewing techniques.
14. Ability to develop educational materials using educational theory and techniques.
15. Demonstrate ability to translate nutrition needs into menus for individuals or groups.
16. Demonstrate ability to interpret current research.
17. Demonstrate knowledge of drug-nutrient, nutrient-nutrient interactions; alternative and herbal therapies.
18. Demonstrate knowledge of the assessment and treatment of nutritional health risks and chronic disease states for counseling purposes.
19. Demonstrate knowledge of health promotion and disease prevention theories and guidelines.
20. Demonstrate knowledge of the influence of demographics, culture and psychological factors on food and nutrition behaviors.
21. Demonstrate knowledge of quality assurance principles, quality improvement and marketing techniques.

*Students are strongly encouraged to become members of professional organizations and to read professional journals on a regular basis. The American Dietetics Association, Society for Nutrition Education or the American Society for Nutritional Sciences are examples of professional organizations, each with its own professional journal.

Evaluation:

Three exams will be administered. Two exams will be administered per the class schedule. The final exam will be administered according to the CMU exam schedule. Each exam will be counted as 20% of your final grade.

There will be a Gestational diabetes/counseling project worth 20% of your grade. Points will be assigned according to the guidelines. Please see project guidelines for further information.

You will earn a participation grade worth 20% of your grade. Attendance at every class session is strongly encouraged as I will ask for class participation, give small quizzes, watch movies, and ask for written summaries of material discussed, etc. at random. *Please see my attendance policy below*

Projects will only be accepted on or before the due date. I do not routinely allow for makeup exams or late projects (see meeting deadlines section for details).

Exam I:	20%
Exam II:	20%
Final Exam : Comprehensive	20%
Gestational diabetes/counseling project	20%
<u>Attendance, Participation</u>	<u>20%</u>
Total	100%

Attendance Policy:

Attendance is not mandatory; however, important course content will be presented in lecture. Your absence will jeopardize your final grade as I will ask for class participation at random. This type of class participation counts as 20% of your grade. If you decide not to attend a lecture, regardless of the reason, you are responsible for knowing any information presented in that lecture. You will need to read textbook chapters and should make arrangements with another student in class to obtain any information you may have missed.

Make-up participation assignments, participation related activities will be given only to those students that meet the following criteria:

1. The instructor is notified prior to the class period missed.
2. Written documentation of reason for absence is provided.
3. **A note from your advisor or college dean may also be requested**

Meeting Deadlines:

EXAMS: You are expected to take examinations on the dates they are administered unless written documentation of a reason for not being present can be provided.

Make-up examinations will be given only to those students that meet the following criteria:

1. The instructor is notified prior to the date/time the exam is given.
2. Written documentation of reason for absence is provided.
3. **A note from your advisor or college dean may also be requested**

PROJECTS: You are expected to hand in Projects at the beginning of class the day they are due. Hard copies need to be turned in on the due date. Late projects will not be accepted after the due date.

I WILL NOT ACCEPT ANY WRITTEN PROJECTS THROUGH EMAIL. If you foresee a major life crisis occurring later in the semester, I suggest you hand in your projects early. Early submissions will be welcomed.

Returned Projects:

You are responsible for all returned projects and online/Bb quizzes. I highly suggest you hold onto graded/returned projects until the end of the semester. If at any time there is question regarding whether or not an assignment was turned in, graded, or if there is a discrepancy between your written grade and a blackboard grade, you will be asked to produce the graded assignment. If you cannot produce a graded assignment, no adjustment to grades will be made. Blackboard quizzes are automatically graded. Your grade will appear immediately after taking the quiz. It is your responsibility to report any issues with a grade/being booted or locked out of a quiz, to the instructor by the deadline date of the quiz. Issues reported after the deadline for blackboard quizzes will not be addressed.

****Any grade issues/discrepancies should be brought to the instructor's attention within 7 days of posting of the grade.**

Grading Scale:	100-94 A	76.9-74 C
	93.9-91 A-	73.9-70 C-
	90.9-87 B+	69.9-67 D+
	86.9-84 B	66.9-64 D
	83.9-80 B-	63.9-60 D-
	79.9-77 C+	<60 E

Any request for inflation of a final grade (rounding up, boosting up to the next grade, adding percentage points etc.) will be denied.

****Students requesting grade inflation will receive a 5% deduction from their final grade.**

Course Outline

Date	Topic	Materials
8/26	Introduction/syllabus	
8/28	Education v. Counseling	Chapter 1/ Lesson 1
9/2	Labor Day No class	
9/4	Medical Abbreviations, ICD Codes Soap Notation, Assessment Tools * Handout 1 due	Lesson 2 Chapter 5/Lesson 2
9/9	Communication, Self Management	Chapter 3, 6 /Lesson 3
9/11	Nutrition Care Process* Handout 2 due	Chapter 5/Lesson 4
9/16	Nutrition Diagnosis/PES	Chapter 5/Lesson 5
9/18	Learning Theories* Handout 3 due	Chapter 2/Lesson 6
9/23	Counseling	Chapter 4,6 /Lesson 7
9/25	Counseling * Handout 4 due	Chapter 4,6/Lesson 8
9/30	Review	
10/2	EXAM I*Handout 5 due	
10/7	Subjective Global Assessment/SGA	SGA Worksheets/SGA video
10/9	Application of Skills* Handout 6 due	Chapter 2, 6/Lesson 9
10/14	Chronic Disease Counseling	Chapter 6,7,9,11/Lesson 10
10/16	Chronic Disease Counseling* Handout 7 due	
10/21	CBT, MI	Chapter 2, 6,7/Lesson 11
10/23	Cultural Competence* Handout 8 due	Chapter 9/Lesson 12
10/28	Evaluation and Follow Up	Chapter 7/Lesson 13
10/30	NCP and JCAHO *** GDM project Due	Lesson 14
11/4	EAL & TQM	
11/6	EXAM II	
11/11	Counseling	Presentations
11/13	Counseling	Presentations
11/18	Counseling	Presentations
11/20	Counseling	Presentations
11/25	Counseling	Presentations
11/27	Counseling	Presentations
12/2	Counseling	Presentations
12/4	Counseling	Presentations
Monday 12/9	FINAL EXAM at NOON 100 questions, cumulative exam	

*This syllabus is subject to change without notice.

HUMAN ENVIRONMENTAL STUDIES 573
Community Nutrition – Spring 2013

Instructor: Dr. Hildebrandt, R.D.
103 Wightman
989-774-2514
FAX: 989-774-2435
Hilde1LA@cmich.edu

Office Hours: Mondays 12:00-3:00 PM
Wednesdays 9:30-10:30 AM and 12:00-3:00 PM
Other times by appointment

Lecture: Monday 3:30-5:20 PM
Wightman 116

Prerequisites: FNS 570 and acceptance into the Professional Phase of the Dietetics Program.

Course Description:

Consulting, teaching and supportive research experiences in the field with a nutritionally vulnerable group. (3 credits)

Students will be completing a two hour per week field experience for 14 weeks. Time may distributed throughout the semester in any way that meets the needs of the student, preceptor and facility.

Course Objectives:

Upon completion of this course, students will be able to:

- Describe the concept of community nutrition and the role of community nutrition programs in health promotion and disease prevention.
- Describe the roles of others with whom the Registered Dietitian collaborates in the delivery of food and nutrition services. Demonstrate assertiveness, advocacy, and negotiation skills appropriate to the situation.
- Describe the steps and process of conducting a needs assessment for a program/group.
- Explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition services
- Define nutritional surveillance and explain its relevance.
- Interpret research and describe research methodologies in community nutrition programs.
- Demonstrate effective and professional oral and written communication and documentation and use of current information technologies when communicating with individuals, groups and the public.
- Demonstrate knowledge of food assistance programs.

ASCEND Foundation Knowledge Requirements:

2: Professional Practice Expectations: beliefs, values, attitudes and behaviors for the professional dietitian level of practice.

Learning Outcome 2.3.b: Students are able to identify and describe the roles of others in assisting the Registered Dietitian in the delivery of food and nutrition services.

4: Practice management and use of resources: strategic application of principles of management and systems in the provision of services to individuals and organizations.

Learning Outcome 4.1.a: Students are able to apply management and business theories and principles to the development, marketing and delivery of programs and services.

Learning Outcome 4.3.a: Students are able to explain the impact of a public policy position on dietetics practice.

Learning Outcome 4.4.a: Students are able to explain the impact of health care policy and administration, different health care delivery systems and current reimbursement issues, policies and regulations on food and nutrition service.

Textbook and Required Materials:

- HEV 573 Course Materials (Class Lecture Outlines posted on Blackboard)
- Boyle, AM, Holben, D. Community Nutrition In Action: An Entrepreneurial Approach, 6th edition. Belmont, CA: Wadsworth Cengage Learning; 2013.

Other Requirements for the Course:

Students must be able to travel to off-site locations.

Course Evaluation:

Open Book Quizzes (Any *two* @ 25 points each)*

#1: From Guidelines to Groceries (pp. 235-236)

#2: Epidemiology of Obesity (pp. 162-163)

#3: Program Planning Case Study (p. 136)

#4: Hunger in an At-Risk Population (pp. 364-365)

#5: The Child Nutrition Program (p. 439)

#6: Post-Menopausal Nutrition Program (p. 482)

#7: Insurance Access (pp. 320-321)

#8: UNICEF'S Child Survival Program (pp. 525-526)

POINTS

50

DUE DATE

January 14th

January 28th

February 18th

March 18th

April 1st

April 8th

April 22nd

April 29th

Weekly Field Reports (14 @ 5 points each)

70

Mid-Semester and Final Preceptor Evaluations
(2 @ 40 points each)

80

In Class Activities (14-1 @ 5 points each)**

65

****The lowest In Class Activity score will be dropped. This will be done by changing the lowest scores to a zero on Bb right before your final grade is determined.**

Needs Assessment Project

100

- Assessment Plan Submitted and Survey Instrument Posted

February 4th

- Data Collection, Analysis, Interpretation, and Program Priority Establishment		<i>2/25 or 3/11</i>
Course Evaluation (cont.):	POINTS	DUE DATE
Needs Assessment Participation	10	February 11 th
Nutrition Program Marketing Case Study (pp. 636-637)	30	<i>February 25th</i>
Nutrition Program Evaluation Project Survey Instrument Posted	50	<i>3/11 or 3/18</i>
Data Evaluated and Final Report		<i>4/1 or 4/8</i>
Program Evaluation Participation	20	<i>March 25th</i>
Nutrition Program Grant Writing Project		
Part One: Title, Abstracts, Outline, Brief Description, Roles of Other Participating Health Care Professionals, and Granting Agency Information	70	<i>3/25 or 4/8</i>
Part Two: Final Grant	100	<i>4/15 or 4/29</i>
Field Placement Summary Presentation/ Handout and Facility Thank You Letter	20	April 29 th
TOTAL POINTS POSSIBLE:	665	

When determining your final course percentage, the total points you earned on Bb will be divided by 665, not by the total listed on Bb.

Grade Point Scale:

B:	94.0 - 100%	C:	74.0 - 76.9%
A-:	90.0 - 93.9%	C-:	70.0 - 73.0%
B+:	87.0 - 89.9%	D+:	67.0 - 69.9%
B:	84.0 - 86.9%	D:	64.0 - 66.9%
B-:	80.0 - 83.9%	D-:	60.0 - 63.9%
C+:	77.0 - 79.9%	E:	<59.9%

Course Related Activities and Policies:

- * Please check Blackboard or your CMU e-mail account for announcements each week-day.
- * When submitting assignments, please use a plastic binder clip or pocket folder. Please do not staple or use a paperclip or a three ring binder unless indicated in the assignment instructions.

- * Graded work will be returned in class. If you are not present on the day graded materials are distributed, please stop by to pick up your work during Dr. Hildebrandt's office hours. Please be sure to cross check entries against returned graded work.
- * A **maximum** of 5 points extra credit may be earned. Writing a summary of an on-campus or off-campus health/exercise/nutrition related event attended will earn 5 points extra credit. Summaries may be typed, neatly printed or sent as an e-mail message. Students may also donate a supplement label or interesting food package label mounted on blank paper with your name in pencil and "FNS 573" on the back. Supplement bottles may no longer be submitted due to lack of storage space. All extra credit summaries and labels are due by our last regular class meeting.
- * Students should understand that attendance and punctuality are important professional behaviors. Should a student be late or absent for unavoidable reasons, they are responsible for obtaining all work missed. The professor is under no obligation to make special arrangements for students who have been absent.
- * Assignments handed in after the class meeting period on the day that they are due will have their grade reduced at a rate of 5% per day late (this includes week-ends). If work is submitted on the due date, but after class time 2.5% will be deducted. Late assignments must be handed in at the HEV Departmental Office (Wightman 205). ***Assignments will not be accepted one week after the due date so that graded work can returned to your class-mates.*** Only assignments submitted to the HEV Departmental Office or to Dr. Hildebrandt will be accepted. ***Points will be deducted from late assignments placed under the professor's office door. Late work is typically graded and passed back at the end of the course.***
- * Plagiarism or copying work of another student for any quiz, exam or assignment will result in "0" points being awarded with possible course failure and discontinuation within the Dietetics Program.
- * To maintain a professional atmosphere during lecture please do not text during class time and ***turn off*** all cell phones. It is expected that laptops will be used professionally during class.
- * CMU provides students with disabilities reasonable accommodation to participate in educational programs, activities, or services. Students with disabilities requiring accommodation to participate in class activities or meet course requirements should first register with the Office of Student Disability Services (120 Park Library; telephone: 774-3018; Telecommunications Device for the Deaf: 774-2568), and then contact the professor as soon as possible.

LECTURE SCHEDULE

DATE	SUBJECT	TEXT READING
Jan. 7	Course Introduction National Public Health Nutrition Agenda Field Placement Orientation <i>In Class Activity#1: Ethics Case Study</i> Meet with Field Placement Preceptor	Chapters 7, pp. 164-166, 550-551, 572, 575, and 604-606 pp. 31-32
Jan. 14	Assessing Community Resources <i>In Class Activity #2: Practice Planning a Community Assessment</i> Discuss Initial Meetings with Field Preceptors Work at Field Placement (Week 1) <i>Quiz #1: From Guidelines to Groceries (pp. 235-236) Due</i>	Chapter 2
21	<i>Martin Luther King, Jr. Day – No Lecture</i> Work at Field Placement (Week 2)	
28	Assessing the Target Population’s Nutritional Status <i>In Class Activity#3: Chapter 3 Quiz Bowl</i> Field Placement Debriefing Discussion (Weeks 1 and 2) Work at Field Placement (Week 3) <i>Field Placement Reports Due (Weeks 1 and 2)</i> <i>Quiz #2: Epidemiology of Obesity (pp. 162-163) Due</i>	Chapter 3
Feb. 4	Program Planning	Chapter 4

DATE	SUBJECT	TEXT READING
	<i>In Class Activity#4: Program Planning Practice</i>	
	Field Placement Debriefing Discussion (Week 3)	
Feb. 4	Work at Field Placement (Week 4)	
	<i>Field Placement Report Due (Week 3)</i>	
	<i>Needs Assessment Survey Instrument Posted</i>	
11	Marketing Nutrition and Health Promotion	Chapters 6 and 18
	Legislation	
	<i>In Class Activity #5: Marketing Practice</i>	
	Field Placement Debriefing Discussion (Week 4)	
	Work at Field Placement (Week 5)	
	<i>Field Placement Report Due (Week 4)</i>	
	<i>Quiz #3: Program Planning Case Study (p. 136) Due</i>	
	<i>Needs Assessment Survey Participation Due</i>	
18	Managing Community Nutrition Programs	Chapter 19
	<i>In Class Activity #6: Chapter 19 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 5)	
	Work at Field Placement (Week 6)	
	<i>Field Placement Report Due (Week 5)</i>	
	<i>Nutrition Marketing Case Study (pp. 636-637) Due</i>	
25	Grant Writing in a Public Health Setting	Chapter 20
	<i>In Class Activity #7: Cultural Nutrition Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 6)	
	Work at Field Placement (Week 7)	
	<i>Field Placement Report Due (Week 6)</i>	
	<i>Needs Assessment Final Report Due</i>	

March 4	<i>Spring Break – No Lecture</i>	
DATE	SUBJECT	Chapter 10 TEXT READING
March 11	<i>In Class Activity #8: Finding Grant Funding Sources</i>	
	Field Placement Debriefing Discussion (Week 7)	
	Work at Field Placement (Week 8)	
	<i>Field Placement Report Due (Week 7)</i>	
	<i>Nutrition Program Evaluation Survey Posted</i>	
18	Maternal and Infant Nutrition Services and Programs	Chapter 11
	<i>In Class Activity #9: Chapter 11 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 8)	
	Work at Field Placement (Week 9)	
	<i>Field Placement Report Due (Week 8)</i>	
	<i>Quiz #4: Hunger in an At-Risk Population (pp. 364-365) Due</i>	
	<i>Program Evaluation Survey Participation Due</i>	
25	Pediatric and Adolescent Nutrition Services and Programs	Chapter 12
	<i>In Class Activity #10: Chapter 12 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 9)	
	Work at Field Placement (Week 10)	
	<i>Field Placement Report Due (Week 9)</i>	
	<i>Grant Part One Due</i>	
April 1	Geriatric Nutrition Assessment, Services and Programs	Chapter 13
	<i>In Class Activity #11: Chapter 13 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 10)	
	Work at Field Placement (Week 11)	

Field Placement Report Due (Week 10)
Quiz #5: The Child Nutrition Program (p. 439) Due
Nutrition Program Evaluation Final Report Due

DATE	SUBJECT	TEXT READING
April 1	Obesity and Public Health Policy	Chapter 8
	<i>In Class Activity #12: Chapter 8 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 11)	
April 8	Work at Field Placement (Week 12)	
	Field Placement Report Due (Week 11)	
	Quiz #6: Post-Menopausal Nutrition Program (p. 482) Due	
15	Health Care Systems and Policy	Chapter 9
	<i>In Class Activity #13: Chapter 9 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 12)	
	Work at Field Placement (Week 13)	
	Field Placement Report Due (Week 12)	
	Grant Part Two Due	
22	Global Food and Nutrition Security	Chapter 14
	<i>In Class Activity #14: Chapter 14 Quiz Bowl</i>	
	Field Placement Debriefing Discussion (Week 13)	
	Work at Field Placement (Week 14)	
	Field Placement Report Due (Week 13)	
	Insurance Access Case Study (pp. 320-321) Due	
29	Field Placement Summary Presentations (3:30-5:20 PM)	
	Field Placement Report Due (Week 14)	
	Field Placement Summary Handout for Classmates Due	
	Facility Thank You Letter Due	
	Quiz #7: UNICEF'S Child Survival Program (pp. 525-526) Due	

Hillary Markey

Central Michigan University student of Dietetics and Biochemistry

marke1hk@cmich.edu

As a senior student of the Central Michigan Dietetic program, I wanted to speak about the rigor and focus of our program courses that are training us to be efficient nutrition counselors. This includes learning how to evaluate and use good research, along with a healthcare focused understanding of physiology and biochemical pathways. We take many classes in nutrition, nutrition counseling, medical nutrition therapy, physiology, anatomy, organic chemistry, biochemistry, food service, and food safety. Our coursework is accredited by The Accreditation Council for Education in Nutrition and Dietetics (ACEND,) which is recognized by the United States Department of Education and is also recognized by the Association of Specialized and Professional Accreditors (ASPA).

The importance of the specialized education requirements is to ensure the quality and relevance of the classes taken. This accreditation process also includes 1200 hours of supervised training from accredited professionals during an internship. The importance of all of this specific coursework and supervised training is to become capable of providing safe and effective care in our future careers. Licensure is an important part in protecting the public and ensuring that practitioners are qualified to provide safe and effective nutritional care. It is scary to think that some people with advanced degrees, that aren't accredited by a third party group want to be able to try and provide nutritional care, it is very concerning for the patients that they would attempt to care for. I knew that I wanted to become a registered Dietician and so I found an accredited program and am follow the necessary process that will ensure proper training and patient safety.

Mr. Chairman and members of the committee...My name is Rachel Trumble and I am currently a Diet technician at Covenant Hospital and a senior in the dietetics program at Central Michigan University.

Working as a diet tech in the clinical field, shows me every day how important and essential RD's are to the nutrition care process. Whether a patient is in peds or geriatrics, every patient deserves trusted care by professionals when it comes to the nutrition process and the qualified individuals are the RDN's. We are known to be the experts in nutrition. Like Kristina has already mentioned, we go through 4 years of an extremely extensive program and learn more and more about up to date nutrition information. We deliver the facts and put people's lives in our hands with confidence and care. But it is discouraging to know that after my schooling I will be about \$50,000 in debt, work so hard in school and missing out on a lot of time with my kids and family, and be in the same category with someone who got a "certificate" to become a so-called nutritionist. There is a big difference in receiving a PHD in nutrition that is "researched based" where being an RD is strictly an "evidence based" practice. In the world we live in now, people want the quick fix...and if just anybody is going to be able to hand out supplements and or nutrition information without really knowing anything about the person or their lifestyle...I believe we will be harming people that could possibly lead to death. This effect could be taking away a mother, a father, a daughter, a brother whomever that person may be, they look to professionals for their answer & the professionals are RD's and RDN's. I have two sons who are very young but love to play sports. I would never want to have to worry about their coaches feeling that it would be okay to hand out nutritional advice or convincing them to take certain supplements without any repercussions. Those individuals who believe that they are qualified enough to be under our scope of practice should make this very easy...go to an accredited college with an extensive dietetic program such as CMU that builds confident and well-rounded future RD's. We as RD's and future RD's do not step on other's boundaries and we are fighting to make sure ours is not stepped on as well. We are trusted, we are known to be the experts, we know and fully accept the responsibility of having a patient or client's life in our hands and that should be left to us and us only. Thank you for your time.



ALLIANCE FOR NATURAL HEALTH- USA (MAY 15, 2013)
"ANH-USA UNCOVERS SUSPICIOUS ACTIVITY BY STATE DIETETIC AND HEALTH BOARDS"
<http://www.anh-usa.org/anh-usa-uncovers-suspicious-activity-by-state-dietetic-and-health-boards/>

TODAY'S DIETITIAN (MARCH 2013 ISSUE)
"ILLINOIS DEFEATS RD-ONLY LICENSURE BILL- THE VOTE OVERTURNED ONE OF THE MOST RESTRICTIVE DIETETICS LAWS IN THE COUNTRY"
<http://www.todaysdietitian.com/newarchives/030413p12.shtml>

CHICAGO TRIBUNE (JAN 28, 2013)
WHO GIVES THE BEST NUTRITION ADVICE?
http://articles.chicagotribune.com/2013-01-28/health/ct-met-nutrition-advice-20130128_1_dietitians-nutrition-and-dietetics-health-coach

TODAY'S DIETITIAN (NOV 2012 ISSUE)
"RD LICENSING LEGISLATION- IS IT A MATTER OF PUBLIC SAFETY OR MONOPOLY?"
<http://www.todaysdietitian.com/newarchives/111412p46.shtml>

FOX NEWS (SEPT 28, 2012)
"BLOGGING AGAINST THE LAW?"
John Stossel interviews Steve Cooksey and lawyer with Institute for Justice. Mr. Cooksey was ordered to cease and desist his blog by the NC Dietetics Board for "providing nutrition advice without a license".
http://www.foxbusiness.com/on-air/stossel/index.html?intcmp=onairexpnav#/v/1865361375001/blogging-against-the-law?playlist_id=87530

WASHINGTON POST (SEP 26, 2012)
"BUREAUCRATS DECLARE WAR ON FREE ADVICE" BY GEORGE WILL
http://www.washingtonpost.com/opinions/george-will-blocking-dietary-advice-is-an-attack-on-free-speech/2012/09/26/3058ee2e-0733-11e2-a10c-fa5a255a9258_story.html

METRO TIMES DETROIT (SEP 5, 2012)
"ADVICE IS NOT A CRIME" BY ARI LEVAUX
<http://metrotimes.com/food/advice-is-not-a-crime-1.1368270>

HOLISTIC PRIMARY CARE (SUMMER 2012)
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To: Executive Director, Michigan Dietetic Association
Subject: Documentation of Harm

High school athlete at a private school – diagnosed with Anorexia Nervosa

June 2010 – present

Note: Please file in the Michigan Dietetic Association Documentation of Harm file

I have a 16 y.o. diagnosed with Anorexia nervosa; patient is a cross-country and track athlete at her private school. **At a track meet her “coach” who claims to know nutrition and coaching told her and the other athletes that they had better keep running and avoid high calorie foods or they would end up looking like a person in the stands watching the meet (this person was overweight) and the coach referred to this person as an “elephant”.** This athlete started running more and restricting and eliminating all desserts from her diet and lost 20% of her ideal body weight. She became extremely fatigued, unable to concentrate at school, counting calories and decreasing her portions, etc. Her mother became alarmed when she noticed that her daughter was losing so much weight and took her to the pediatrician who said that she was malnourished and probably had anorexia and needed to see a RD and a therapist.

As a consequence, I have been treating this young lady for 15 months and she is doing better (now at an ideal weight for her) and had her physician’s (eating disorder specialist physician) ok to start running cross country again this fall. Well, this same coach saw an overweight person at a park where the team practices and once again told the athletes that they would look like elephants if they did not change their diets and run more. So this young lady quit the team, telling her mother that she did not want to jeopardize all the work she has done in psychotherapy and nutrition therapy. She also told her mother that knew that staying on the team would trigger her eating disorder again.

The mother has alerted the school (a second time) and also offered to have me talk with the athletes about proper nutrition during cross country. The school is pondering what course of action to take. In addition, another young girl on the team has lost weight and her mother is also concerned. These parents have spent a lot of money (out-of-pocket, insurance does not cover eating disorders) and this coach is still continuing to give bad information and negatively impacting other children. These people prey on our children at a time when they are most vulnerable and want to look attractive, have friends and be liked by their peers.

Submitted by
Lee McDonagh, RD, CDE
Registered Dietitian/Nutritionist
Center for Eating Disorders
Ann Arbor, MI

